July 2009



DEPARTMENT OF EDUCATION

2008-2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron

Commissioner of Education

Susan A. Lendron



School Report Grade 5

Test Date: March 2009

Code: 12341625

SAU: MSAD 40

School: Union Elementary

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009 5

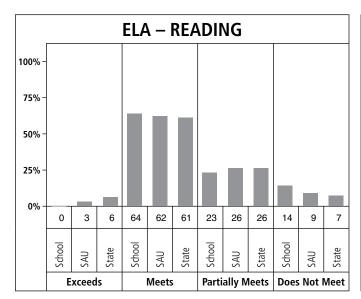
Grade:

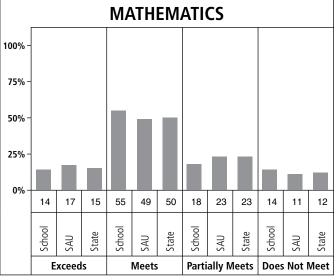
SAU: **MSAD 40**

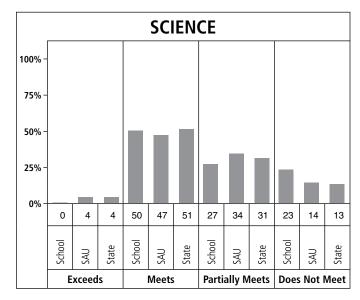
Union Elementary School:

Summary of School, SAU, and State Scores

Year	Avera	age Scaled S	Score
icui	School	SAU	State
ELA – Reading 2006–2007 2007–2008 2008–2009 Cum. Avg.*	542 541 543 542	541 541 544 542	544 545 546 545
Mathematics 2006–2007 2007–2008 2008–2009 Cum. Avg.*	544 544 546 545	544 544 547 545	546 546 547 546
Science 2008-2009 **	540	542	543







^{*}Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

^{**}Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.



SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009

Grade: 5

SAU: MSAD 40

School: Union Elementary

		Е	nroll	mer	nt¹						C	TNC	EN.	ΓΑΕ	REA	PA	RTIC	CIPA	TIO	N ²				,
CATEGORY OF		durii	ng testi	ng wi	ndow				ELA-F	Reading					Mathe	matics					Scie	ence		
PARTICIPATION	Sch	nool	SA	\U	St	ate	Sc	hool	S	AU	Sta	ate	Scl	hool	S	AU	Sta	ate	Sci	nool	S	AU	St	ate
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	22	100	167	100	14212	100	22	100	167	100	14135	100	22	100	167	100	14144	100	22	100	167	100	14137	100
Ethnicity African American/Black	1	5	2	1	397	3	1	100	2	100	388	98	1	100	2	100	393	99	1	100	2	100	389	98
American Indian or Native Alaskan	1	5	3	2	110	1	1	100	3	100	110	100	1	100	3	100	110	100	1	100	3	100	110	100
Asian or Pacific Islander	0	0	2	1	259	2	0	0	2	100	253	98	0	0	2	100	258	100	0	0	2	100	257	99
Hispanic	0	0	3	2	175	1	0	0	3	100	172	99	0	0	3	100	172	99	0	0	3	100	173	99
Caucasian/White	20	91	157	94	13271	93	20	100	157	100	13212	100	20	100	157	100	13211	100	20	100	157	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	3	14	31	19	2479	17	3	100	31	100	2454	100	3	100	31	100	2455	100	3	100	31	100	2451	99
Current LEP	0	0	1	1	374	3	0	0	1	100	359	96	0	0	1	100	370	99	0	0	1	100	366	98
Economically disadvantaged	7	32	87	52	5848	41	7	100	87	100	5815	100	7	100	87	100	5819	100	7	100	87	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF			ELA-R	eading					Mathe	matics					Scie	ence		
	Sci	nool	Si	AU	Sta	ate	Sch	nool	Si	AU	Sta	ate	Sch	nool	S	AU	Si	tate
PARTICIPATION ³	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	19	86	125	75	10849	76	19	86	123	74	10872	76	19	86	126	75	10976	77
Identified disability (PET/IEP)	0	0	2	2	298	3	0	0	2	2	307	3	0	0	3	2	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	1	5	2	2	123	1	1	5	2	2	121	1	1	5	2	2	126	1
Participation with accommodations	3	14	41	25	3122	22	3	14	43	26	3124	22	3	14	40	24	3019	21
Identified disability (PET/IEP)	3	100	28	68	1992	64	3	100	28	65	2000	64	3	100	27	68	1971	65
LEP	0	0	1	2	184	6	0	0	1	2	196	6	0	0	1	3	184	6
504 plan	0	0	2	5	84	3	0	0	2	5	86	3	0	0	2	5	81	3
Other	0	0	10	24	907	29	0	0	12	28	886	28	0	0	10	25	826	27
Participation through alternate assessment (PAAP)	0	0	1	1	164	1	0	0	1	1	148	1	0	0	1	1	142	1
Identified disability (PET/IEP)	0	0	1	100	164	100	0	0	1	100	148	100	0	0	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.



ELA-READING RESULTS

Test Date: March 2009

Grade:

SAU: MSAD 40

School: Union Elementary

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	NU	Sta	ite
The quality of a student's work at each achievement level reflects progress in attaining Maine <i>Results: Parameters for Essential Instruction</i> in English language arts – reading.	's Learning	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007 2007-2008 2008-2009 Cum. Total*	0 0 0	0 0 0 0	3 1 5 9	2 1 3 2	702 659 836 2197	5 5 6 5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	11	50	62	45	7730	55
	2007-2008	9	50	68	53	8195	58
	2008-2009	14	64	103	62	8495	61
	Cum. Total*	34	55	233	54	24420	58
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	10	45	56	41	4182	30
	2007-2008	5	28	38	29	3800	27
	2008-2009	5	23	43	26	3667	26
	Cum. Total*	20	32	137	32	11649	28
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	1	5	16	12	1419	10
	2007-2008	4	22	22	17	1362	10
	2008-2009	3	14	15	9	973	7
	Cum. Total*	8	13	53	12	3754	9

		nber	A	verage Poir	nts Attaine	d (Number	and Percer	nt)
Learning Results Content Standards		oints sible	Sch	ool	SA	∖ U	Sta	ate
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	28.6	59.6	29.8	62.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.2	59.2	14.6	60.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	14.4	60.0	15.2	63.3	15.8	65.8

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 Learning Results: Parameters for Essential Instruction, which can be found at:

http://www.maine.gov/education/lres/pei/index.html.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009 5

Grade:

SAU: MSAD 40

School: **Union Elementary**

					Sch	nool							SA	U					Sta	ate		
REPORTING CATEGORIES	Tested		E		М		P		D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	22	0	0	14	64	5	23	3	14	543	166	3	62	26	9	544	13971	6	61	26	7	546
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	1 1 0 0 20	0	0	13	65	4	20	3	15	543	2 3 2 3 156 0	3	62	26	10	544	381 110 252 166 13062 0	2 0 11 4 6	44 48 58 54 62	31 38 21 32 26	23 14 11 10 6	540 541 547 543 546
Identified disability Yes No	3 19	0	0	14	74	4	21	1	5	545	30 136	0 4	23 71	43 22	33 4	535 546	2290 11681	0 7	29 67	47 22	23 4	537 548
Current LEP Yes No	0 22	0	0	14	64	5	23	3	14	543	1 165	3	62	26	9	544	354 13617	1 6	35 61	34 26	30 6	538 546
Economically disadvantaged Yes No	7 15	0	0	2 12	29 80	2 3	29 20	3 0	43 0	535 546	86 80	1 5	55 70	28 24	16 1	542 547	5716 8255	2 9	51 67	35 20	12 4	542 548
Migrant Yes No	0 22	0	0	14	64	5	23	3	14	543	0 166	3	62	26	9	544	8 13963	0 6	38 61	25 26	38 7	538 546
Gender Female Male Not Reported	14 8 0	0 0	0 0	10 4	71 50	2 3	14 38	2	14 13	544 541	89 77 0	3	60 65	28 23	9 9	544 545	6882 7089 0	8 4	62 60	24 28	6 8	547 545
Title 1A targeted program Yes No	1 21	0	0	14	67	4	19	3	14	543	28 138	0 4	32 68	50 21	18 7	537 546	1914 12057	1 7	41 64	44 23	14 6	540 547
Gifted/talented program Yes No	0 22	0	0	14	64	5	23	3	14	543	0 166	3	62	26	9	544	450 13521	26 5	72 60	2 27	0 7	557 545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.



ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 40

School: Union Elementary

					Sch	ool							SA	U					Sta	te		
QUESTIONNAIRE ITEMS	Students in Each Category	,	E	ı	М		P	ı)	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	Jeore	%	%	%	%	%	Jeore	%	%	%	%	%	Jeore
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	5 77 18 0	0 0 0	0 0 0	0 10 4	0 59 100	0 5 0	0 29 0	1 2 0	100 12 0	530 542 551	4 71 24 1	0 4 0 0	14 62 70 100	29 26 25 0	57 8 5 0	531 545 545 544	4 70 24 2	2 6 7 4	40 63 61 42	34 26 26 33	24 6 6 21	540 546 546 541
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	59 41 0	0	0 0	8 6	62 67	3 2	23 22	2	15 11	543 543	32 48 18 2	8 0 3 0	57 73 45 25	26 22 34 50	9 5 17 25	545 546 540 535	36 47 15 2	10 5 2 0	67 62 47 30	18 27 40 46	5 6 12 24	549 546 541 537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	23 64 9 5	0 0 0 0	0 0 0 0	4 10 0	80 71 0	1 3 1 0	20 21 50 0	0 1 1 1 1	0 7 50 100	548 544 529 530	21 61 10 7	3 3 6 0	63 68 35 42	26 25 41 17	9 4 18 42	546 545 542 536	31 55 10 3	9 5 3 1	65 63 45 31	20 27 38 41	5 5 14 27	548 546 542 537
How difficult was the reading part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	0 76 24	0 0	0 0	11 3	69 60	4 1	25 20	1 1	6 20	545 542	15 62 23	4 3 3	44 68 59	40 25 19	12 4 19	542 546 543	16 64 20	3 7 5	49 63 62	32 25 26	15 5 7	542 547 546
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	10 55 35	0 0 0	0 0 0	1 8 4	50 73 57	0 2 3	0 18 43	1 1 0	50 9 0	538 544 546	15 47 37	0 0 8	32 66 69	52 26 16	16 8 7	538 544 548	10 52 38	1 4 10	33 61 68	42 29 18	24 6 4	538 545 549
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	55 23 5 18	0 0 0 0	0 0 0	9 2 1 2	75 40 100 50	2 3 0 0	17 60 0	1 0 0 2	8 0 0 50	545 541 552 536	19 56 9 16	16 0 0 0	61 72 53 35	16 25 33 38	6 3 13 27	547 546 540 538	20 56 10 14	10 7 3 1	64 65 52 46	21 24 33 38	5 5 12 14	548 547 543 541
How many pages do you read in school and to complete homework																						
assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	27 36 36	0 0 0	0 0 0	1 7 6	17 88 75	2 1 2	33 13 25	3 0 0	50 0 0	533 545 548	20 24 56	0 0 4	48 64 67	27 28 26	24 8 3	541 543 546	25 26 49	3 6 8	53 61 65	33 26 23	11 7 5	543 546 547
Optional school/SAU question A. B. C. D.	0 0 0 0										0 75 25 0	0	33 0	33 0	33 100	535 522						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number

N = Number



MATHEMATICS RESULTS

Test Date: March 2009 5

Grade:

SAU: MSAD 40

Union Elementary School:

STUDENTS AT EACH ACHIEVEMENT LEVEL

A CHITEMENTE L'EVIEL DEPINITIONS		C 1			\	· ·	4-
ACHIEVEMENT LEVEL DEFINITIONS		Sch	001	SA	\U	Sta	ite
The quality of a student's work at each achievement level reflects progress in attaining Maine's Results: Parameters for Essential Instruction in mathematics.	s Learning	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	0	0	9	7	1711	12
	2007-2008	2	11	11	9	1617	12
	2008-2009	3	14	28	17	2119	15
	Cum. Total*	5	8	48	11	5447	13
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 542–560)	2006-2007	12	55	68	49	6778	48
	2007-2008	9	50	70	55	7284	52
	2008-2009	12	55	82	49	7046	50
	Cum. Total*	33	53	220	51	21108	50
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	8	36	42	30	3884	28
	2007-2008	5	28	29	23	3341	24
	2008-2009	4	18	38	23	3193	23
	Cum. Total*	17	27	109	25	10418	25
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	2	9	19	14	1683	12
	2007-2008	2	11	18	14	1778	13
	2008-2009	3	14	18	11	1638	12
	Cum. Total*	7	11	55	13	5099	12

	Nun	nber	Avera	ge Point	s Attaine	d (Numbe	r and Pe	rcent)
Learning Results Content Standards	1	oints sible	Sch	ool	SA	AU	Sta	ate
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	25.4	52.9	25.8	53.8	25.5	53.1
A. Number	18	38	10.4	57.8	10.3	57.2	9.8	54.4
B. Data	10	21	5.2	52.0	5.2	52.0	5.2	52.0
C. Geometry	10	21	4.8	48.0	4.9	49.0	4.7	47.0
D. Algebra	10	21	4.9	49.0	5.4	54.0	5.7	57.0

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 Learning Results: Parameters for Essential Instruction, which can be found at: http://www.maine.gov/education/lres/pei/index.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: MSAD 40

School: Union Elementary

*						nool							SA	AU					Sta	ate		
REPORTING CATEGORIES	Tested		E		M		P		D	Mean Scaled	Tested	E	М	Р	D	Mean Scaled	Tested	E	М	Р	D	Mean Scaled
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	22	3	14	12	55	4	18	3	14	546	166	17	49	23	11	547	13996	15	50	23	12	547
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	1 1 0 0 20	3	15	11	55	3	15	3	15	547	2 3 2 3 156 0	18	48	22	12	547	385 110 257 166 13078 0	6 5 19 9 15	35 42 50 43 51	28 34 20 31 23	30 20 12 17 11	537 540 548 543 547
Identified disability Yes No	3 19	3	16	12	63	4	21	0	0	550	30 136	7 19	27 54	23 23	43 4	534 550	2307 11689	3 17	32 54	32 21	33 8	536 549
Current LEP Yes No	0 22	3	14	12	55	4	18	3	14	546	1 165	17	50	22	11	547	365 13631	5 15	33 51	30 23	32 11	536 547
Economically disadvantaged Yes No	7 15	0 3	0 20	3 9	43 60	1 3	14 20	3	43 0	538 551	86 80	10 24	45 54	27 19	17 4	543 551	5731 8265	7 21	46 53	29 19	18 7	542 550
Migrant Yes No	0 22	3	14	12	55	4	18	3	14	546	0 166	17	49	23	11	547	8 13988	0 15	38 50	50 23	13 12	540 547
Gender Female Male Not Reported	14 8 0	3 0	21 0	5 7	36 88	4 0	29 0	2	14 13	546 547	89 77 0	16 18	47 52	25 21	12 9	546 548	6889 7107 0	14 16	51 50	23 23	12 11	546 547
Title 1A targeted program Yes No	1 21	3	14	12	57	3	14	3	14	547	28 138	0 20	43 51	43 19	14 10	540 548	1918 12078	3 17	39 52	36 21	22 10	539 548
Gifted/talented program Yes No	0 22	3	14	12	55	4	18	3	14	546	0 166	17	49	23	11	547	450 13546	64 14	34 51	2 23	0 12	564 546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

I = Number



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 40

Union Elementary School:

E % 0 12 25 25 20 13 0 0 18 50 0	N 1 8 3 3 9 0 6 5	% 100 47 75 60 60 0	0 4 0 0 3 1	% 0 24 0	0 3 0	0 18 0 20 7 50	Mean	Students in Each Category % 4 71 24 1 28 50 15	% 14 16 20 0	% 14 49 58 100	P % 0 26 18 0 7 24	D % 71 9 5 0	Mean	Students in Each Category % 4 70 24 2	E 8 15 15 9	% 38 52 51 37	P % 26 23 23 24	D % 28 10 11 30	Mean Scaled Score 539 547 547 539
% 0 12 25 25 20 13 0	1 8 3 9 0 6	% 100 47 75 60 60 0	0 4 0 0 3 1	% 0 24 0	N 0 3 0 1 1 1	% 0 18 0	Scaled Score 554 544 554 548 548	## 1	% 14 16 20 0	% 14 49 58 100	0 26 18 0	% 71 9 5 0	Scaled Score 524 547 550 550	in Each Category % 4 70 24 2	% 8 15 15 9	% 38 52 51 37	% 26 23 23	% 28 10 11 30	539 547 547 539
0 12 25 20 13 0	1 8 3 9 0	100 47 75 60 60 0	0 4 0	0 24 0 0	0 3 0	0 18 0 20 7	554 544 554 554 548	4 71 24 1	14 16 20 0	14 49 58 100	0 26 18 0	71 9 5 0	524 547 550 550	4 70 24 2	8 15 15 9	38 52 51 37	26 23 23	28 10 11 30	539 547 547 539
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E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number



SCIENCE RESULTS

Test Date: March 2009

Grade: 5

SAU: MSAD 40

School: Union Elementary

	STUDENTS AT EACH ACHIEVEMENT LEVEL												
ACHIEVEMENT LEVEL DEFINITIONS	Sch	ool	SA	V U	Sta	ate							
The quality of a student's work at each achievement level reflects progress in attaining Maine Results: Parameters for Essential Instruction in science.	N	%	N	%	N	%							
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	7	4	626	4						
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	11	50	78	47	7187	51						
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	6	27	57	34	4364	31						
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	5	23	24	14	1818	13						

	1	nber	Average Points Attained (Number and Percent)											
Learning Results Content Standards	1	oints sible	Sch	ool	SA	AU	State							
	N	%	N	%	N	%	N	%						
Science Total Points	48	100	27.1	56.5	28.3	59.0	29.2	60.8						
D. The Physical Setting	24	50	12.0	50.0	12.5	52.1	12.9	53.8						
E. The Living Environment	24	50	15.1	62.9	15.8	65.8	16.3	67.9						

The MEA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard D. The Physical Setting

- D1 Universe and Solar System
- D2 Earth
- D3 Matter and Energy
- D4 Force and Motion

Content Standard E. The Living Environment

- E1 Biodiversity
- E2 Ecosystems
- E3 Cells
- E4 Heredity and Reproduction
- E5 Evolution



SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: MSAD 40

School: Union Elementary

	School												SA	AU		State								
REPORTING CATEGORIES	Tested	E		М		P			D		Tested	E	M	P	D	Mean Scaled	Tested	E	М	P	D	Mean Scaled		
	N	N	%	N	%	N	%	N	%	Score	N N	%	%	%	%	Score	N N	%	%	%	%	Score		
All Students	22	0	0	11	50	6	27	5	23	540	166	4	47	34	14	542	13995	4	51	31	13	543		
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	1 1 0 0 20	0	0	10	50	6	30	4	20	541	2 3 2 3 156 0	4	46	35	15	542	382 110 256 167 13080 0	2 3 5 1 5	31 36 51 40 52	32 35 27 37 31	35 26 17 22 12	535 538 542 539 544		
Identified disability Yes No	3 19	0	0	11	58	5	26	3	16	542	30 136	3 4	30 51	33 35	33 10	536 543	2309 11686	2 5	29 56	39 30	29 10	536 545		
Current LEP Yes No	0 22	0	0	11	50	6	27	5	23	540	1 165	4	47	34	15	542	361 13634	1 5	23 52	32 31	44 12	533 544		
Economically disadvantaged Yes No	7 15	0 0	0	2 9	29 60	1 5	14 33	4	57 7	531 544	86 80	1 8	38 56	41 28	20 9	538 546	5729 8266	2	42 58	37 27	20 8	539 546		
Migrant Yes No	0 22	0	0	11	50	6	27	5	23	540	0 166	4	47	34	14	542	8 13987	0 4	25 51	13 31	63 13	530 543		
Gender Female Male Not Reported	14 8 0	0 0	0 0	8 3	57 38	3 3	21 38	3 2	21 25	540 539	89 77 0	3 5	42 53	39 29	16 13	540 544	6886 7109 0	4 5	49 54	33 29	14 12	542 544		
Title 1A targeted program Yes No	1 21	0	0	11	52	6	29	4	19	541	28 138	0 5	25 51	43 33	32 11	534 543	1917 12078	1 5	31 55	41 30	28 11	536 544		
Gifted/talented program Yes No	0 22	0	0	11	50	6	27	5	23	540	0 166	4	47	34	14	542	450 13545	25 4	72 51	2 32	1 13	557 543		

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

I = Number



SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 40

Union Elementary School:

QUESTIONNAIRE ITEMS Secondary February February	 - - - - - - - - - 	190.						<u>'</u>															
ITEMS In sach E M F D Sub Category Sub Su		School												SA	M.		State						
www.homework.do.you.do on school nights? No. No.	•	in Each		E	ı	М		P		D	Scaled	in Each	E	М	P	D	Scaled	in Each	E	М	P	D	Mean Scaled Score
Lenone		%	N	%	N	%	N	%	N	%	Jour	%	%	%	%	%	Jour	%	%	%	%	%	Jule
All Sets Planch Products 18	How much homework do you do on school nights?	_								100	500	,	•	44	00		500	١,		0.7	0.5	05	500
student in science of variety of the property of the science of th	A. none B. less than one hour C. one to two hours D. more than two hours	77 18	0	0	7	41	6	35	4	24	539	71 24	4 5	50 45	33 40	13 10	542 543	70 24	4 5	53 51	31 31	12 12	544 544 539
New york 45	Which of the following best describes how you rate yourself as a student in science?																						
2		45	0	0	6	60	2	20	2	20	541	28	2	52	33	13	542	26	7	56	26	11	545
1	B. good	50	0	0	5	45	3			27	539		7				543		4	53	31	11	544
Note	C. fair		0	0	0	0	1	100	0	0	532												540
## Alfa test match what you have learned in school about science? The questions on the test match what Have learned in science class. 18 0 0 3 75 0 0 0 1 25 546 18 3 67 17 13 544 23 5 56 28 11 54 55 15 15 15 15 15 15 15 15 15 15 15 15	D. poor	0										1	0	0	50	50	525	3	1	33	36	30	536
3. They match size altifle of what have learmed. 23 0 0 0 3 60 2 4 40 0 0 0 5 54 45 4 43 39 14 542 48 5 5 52 31 12 545. They match just altifle of what have learmed. 55 0 0 5 5 42 4 33 25 530 50 5 7 9 36 18 36 561 6 3 40 3 40 34 23 581 591 591. They match just altifle of what have learmed. 55 0 0 0 0 1 1 30 1 100 522 7 9 36 18 36 561 6 3 40 3 40 34 23 581 591 591 591 591 591 591 591 591 591 59	How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
2. They match just a little of what I have learned. 5 0 0 0 5 5 42 4 3 3 3 3 2 5 538 30 4 4 44 42 10 541 23 4 49 33 14 55 50 0 10 0 0 0 0 0 0 0 0 0 0 0 0 0 0			-	1 7									-										544
2. There is no match																							
The difficult was the science part of this test? In more difficult was the science part of this was the science																							539
A. more difficult than my regular schoolwork 14 0 0 0 1 33 1 33 1 33 557 23 55 37 37 21 539 23 5 48 31 16 54. 2 assign than my regular schoolwork 29 0 0 0 4 67 1 17 1 17 543 19 3 58 2 8 13 544 19 6 5 32 21 15 54. 2 assign than my regular schoolwork 29 0 0 0 1 33 1 33 2 17 540 58 4 48 37 11 543 58 2 32 12 54. 2 assign than my regular schoolwork 29 0 0 0 1 33 1 33 2 17 540 58 4 48 37 11 543 58 2 32 12 54. 2 assign than my regular schoolwork 29 0 0 0 1 33 1 33 2 17 540 58 4 48 37 11 543 58 4 52 32 11 544 3 a few times a week 3 0 0 0 1 0 63 4 25 2 13 544 16 0 0 44 33 2 2 538 38 5 5 545 48 4 50 30 16 544 3 a few times a week 3 0 0 0 1 0 63 4 25 2 13 544 16 0 0 44 33 2 2 538 8 8 4 50 30 16 544 3 a few times a week 3 0 0 0 1 0 63 4 25 2 13 544 16 0 0 44 33 2 2 538 8 8 4 50 30 16 544 3 a few times a week 10 0 0 0 0 1 33 3 4 4 4 25 2 2 13 544 16 0 0 44 33 2 2 538 8 8 4 50 30 16 544 3 a few times a week 2 2 2 538 2 7 2 2 9 11 2 2 538 8 8 4 50 30 16 544 3 a few times a week 2 2 2 538 2 7 2 2 9 13 53 54 6 15 4 55 4 55 4 5 54 5 45 4 5 45 5 45			"	"	"		"		'	100	322	'	3		10	30	341	1 "	"	40	34	20	303
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29 0 0 4 67 1 17 1 1 1 7 543 19 3 58 26 13 544 19 6 53 29 11 54 10 0 0 10 0 0 10 0 1 1 33 1 1 17 543 19 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	R about the same as my regular schoolwork										1												543
tow often do you have science classes? every day	C. easier than my regular schoolwork																			53			544
A very day ' A. few fines a week 14	, 3		•		'	-			'		• • •								•				
3. a few times a week 2. once a week 3. a few times a week 4. 14 0 0 0 1 1 33 1 33 1 33 554 49 5 57 33 5 545 45 45 4 52 21 11 54 2. once a week 4. 14 0 0 0 10 83 4 25 2 13 3 544 16 0 44 33 22 58 2. a few times a month 4. 10 0 0 0 0 0 0 1 33 2 67 526 9 13 53 20 13 546 15 4 52 30 14 54 4. Insustry read a textbook and answer questions, and/or take notes and loa ssignments. I use science kits for demonstrations and experiments. 41 0 0 0 3 3 33 4 44 2 22 538 27 2 49 31 18 540 23 2 43 37 18 544 2. I do a combination of A and B, mostly A. 2. I do a combination of A and B, mostly B. 2. I do a combination of A and B, mostly B. 2. I do a combination of A and B, mostly B. 2. I do a combination of B and B, mostly B. 3. a few times a week 4. 14 0 0 2 67 0 0 1 3 33 54 54 2 40 53 27 5 43 36 16 542 21 6 58 26 9 54 3. a few times a month 4. a few times a month 5 0 0 0 11 52 6 29 4 19 540 32 4 50 29 17 542 27 5 54 30 15 54 3. a few times a week 4. 14 0 0 2 67 0 0 1 1 33 32 2 53 4 4 50 29 17 542 27 5 54 30 15 54 3. a few times a week 4. 14 0 0 2 67 0 0 1 1 100 528 8 7 43 29 21 540 10 5 49 30 15 54 3. a few times a week 4. 14 0 0 0 2 67 0 0 0 1 1 100 528 8 7 43 29 21 540 10 5 49 30 15 54 3. a few times a week 4. 14 0 0 0 2 67 0 0 0 1 1 33 545 43 4 49 35 11 543 46 4 52 32 12 544 3. a few times a week 4. 14 0 0 0 4 4 44 3 3 3 3 3 2 22 539 28 4 4 66 33 17 541 28 5 53 30 15 544 3. a few times a week 4. 14 0 0 0 4 4 44 3 3 3 3 3 2 22 539 28 4 4 66 33 17 541 28 5 53 30 15 544 3. a few times a week 4. 14 0 0 0 4 4 44 3 3 3 3 3 2 2 2 539 28 4 4 66 33 17 541 28 5 53 30 15 544 3. a few times a week 4. 14 0 0 0 4 4 44 3 3 1 33 1 33 1 33 1 33		0										25	2	29	41	27	538	33	5	51	31	14	543
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North Indicate Process and local askingtones and local askingtones and local askingments. I use science kits for demonstrations and experiments. 41	D. a few times a month	14	0	0	0	0	1			67	526	9	13	53			546	15	4		30	14	543
North Indicate Process and local askingtones and local askingtones and local askingments. I use science kits for demonstrations and experiments. 41	Which statement best describes how you learn science?																						
3. I work in groups to design and conduct experiments. 41 0 0 0 3 3 33 4 44 2 2 22 538 27 2 49 31 18 540 23 2 43 37 18 540 20 10 0 0 1 33 546 22 6 53 28 14 544 27 6 58 26 9 544 20 10 0 0 1 20 2 40 2 40 533 27 5 43 36 16 542 21 6 58 26 9 544 20 10 0 0 1 20 2 40 2 40 533 27 5 43 36 16 542 21 6 58 27 10 544 20 10 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	A. I mostly read a textbook and answer questions, and/or take notes and	23	0	0	5	100	0	0	0	0	548	24	5	45	43	8	542	30	3	48	35	14	542
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E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number